Initial Program Review Submission Instructions for Proposed Preliminary and Initial Educator Preparation Programs

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When a Commission-approved institution that sponsors educator preparation programs decides to offer a new type of educator preparation program leading to a credential in California, they must complete the Initial Program Review (IPR) process. IPR provides the Commission, Committee on Accreditation (COA), and the Board of Institutional Review (BIR) members with evidence that an institution is prepared to meet the adopted program standards.

Trained reviewers from the Commission's BIR will review the program documentation submitted by the institution for the proposed program. Subsequently, the reviewers will create an *IPR Report of Findings* to the institution. These findings include standard-by-standard feedback regarding the documentation for the proposed program. Then, the institution must provide additional information and documentation to address this feedback.

There are 7 or 8 required elements made up of specific exhibits, depending on the type proposed program (Preliminary or Initial). <u>All elements and exhibits must be included</u> in the Initial Program Review Submission.

Element 7 applies only to Preliminary Multiple and Single Subject credential programs and Preliminary Administrative Services credential programs. All other proposed programs may skip Element 7.

Submission Requirements:

1. Program Summary
Two exhibits are required:

1.1: The **specific credential program** the institution proposes to offer. In addition to the specific credential program being proposed, the institution must also include a **table** showing proposed delivery models (online, in-person, hybrid) and other options/pathways (intern, traditional, etc.) available for each location (if more than one). A sample is provided below.

Proposed credential

Location	Delivery Model	Pathway
Main Campus	In-Person	Traditional Student Teaching
	In-Person	Intern
	Online	Traditional Student Teaching
Location 2	In-Person	Intern
Location 3	Hybrid	Intern

1.2: The **Initial Program Summary** provides context for the IPR reviewers. A template for completing the summary is available. The Initial Program Summary provides a brief overview of the structure, course of study, and assessment of candidates for the planned program. A clear description will also help the reviewers understand the remaining evidence submitted during IPR but is not repetitive for exhibits that can stand on their own. It might, however, be important to provide the reviewers with information regarding how the program is being designed. The guiding philosophies for the program, or specific mission, should be included to help reviewers better understand the program.

- ✓ *Required Exhibits:*

  1.1 Specific credential program being offered with a table depicting location, delivery models, and pathways

  1.2 Initial Program Summary (2-4 pages)

2. Organizational Structure
Two exhibits are required:

2.1: Provide an **organizational chart** to show how the program leadership and proposed faculty/staff are organized within the program. Also, provide information regarding how the program fits into the education unit, including faculty serving in non-teaching roles and the roles and responsibilities of those involved in field placement aspects of the program. The organizational chart must depict the chain of authority and include individuals up to the dean or superintendent level.

2.2: In addition, if any **third party entity** will offer any of the coursework, identify the third party entity and what the entity will provide in this program.

- ✓ *Required Exhibit:*

  2.1 Organizational Chart

  2.2 Third Party Entity and what services they will provide

3. Faculty Qualifications
Three exhibits are required:

3.1: Submit a **table** that provides an overview of the program's proposed faculty. The table must include numbers of full-time, part-time, and adjunct faculty. Proposed additional faculty positions must also be noted.

3.2: Programs must also submit a proposed **annotated faculty list** denoting which courses will be taught by which faculty, including part-time faculty members. It is not necessary to include intermittent adjunct faculty unless they will be the only instructor for a particular course. The annotated list must include the faculty member's name, degree and/or credential, status (full-time, part-time, adjunct), and list of the courses they will teach. The faculty member's name must link to their vita. The courses must link to their proposed syllabus for the courses noted. See example that follows:

John Smith, Ph.D.
Full-time Tenure Track
CURR131 Educational Foundations
CURR140 Classroom Management

3.3: Provide links to **documentation or drafts of documentation** (e.g. job descriptions, online advertisements, recruitment documents, contract language) regarding the experience and qualifications that will be used to select additional faculty including adjunct or part-time faculty.

- ✓ *Required Exhibits and links:*
  - *3.1 Faculty distribution table*
  - *3.2 Annotated faculty list with links to faculty vitae and syllabi*
  - *3.3 Published adjunct experience and qualifications requirements*

4. Course Sequence

One exhibit is required:

4.1: Clear information about the sequence in which candidates will take courses must be submitted. This must be a link to website, course catalog, advising documentation, or other application materials that will be available to candidates and prospective candidates. If the program will be offered via more than one pathway or model, a link to a **course sequence** must be provided for each pathway or model.

- ✓ *Required Exhibits/Link:*
  - *4.1 Link to draft or published course sequence from a website, course catalog, advising documentation, or application materials that provides this information.*

5. Course Matrix

One exhibit is required:

5.1: The proposed program must complete a **matrix** denoting the candidates' opportunity to learn and master the competencies for that credential. Required course matrix templates for each program can be found on the Commission's Program Review webpage. These templates provide the candidate competencies for each program and must be used.

The required courses for the proposed program (course names not just course numbers) must go across the top row of the matrix. Additional competencies specific to the proposed program may be added in the first column (if needed); however, *do not delete or edit the competencies included in the matrix*. For each competency, it must be noted when the candidate will be introduced to (I), will practice (P), and will be assessed (A) for the competency. These notations may occur under more than one course heading. Each notation must directly link to the specific section in the syllabus demonstrating where the competency is being introduced, practiced, and/or assessed. A partial sample follows.

Course Matrix Multiple Subject

Required Competency	**EDU 230 Classroom Management**	**EDU 234 Cognitive-Social Development**	**EDU 235 Teaching English Learners**	**List Course Here**	**List Course Here**	**List Course Here**		**EDU 452 Student Teaching**
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	**I, P**	**I**	**I**					**P, A**
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress	**P**		**P,A**					**A**

- ✓ *Required Exhibit:*

    5.1 Course matrix with links to specific activities within the syllabi that provide documentation of Introduction (I), Practice (P), and Assessment (A) of candidate competencies. Assessment (A) must link to the assessments that will be used to determine competence.

6. Fieldwork and Clinical Practice
Seven exhibits are required:

Provide specific evidence for the proposed program regarding how it will meet the requirements of clinical practice as described in the Commission standards for that program. The required documentation is:

6.1: A table that denotes the number of **hours** each candidate will be required to participate in early fieldwork and supervised clinical practice and how those hours will be divided across fieldwork/clinical experiences. It is appropriate for programs to label fieldwork experiences using the institution's nomenclature.

6.2: Memorandum of Understanding (MOU), **partnership agreement,** or link to **published supporting document** that clearly delineates the requirements of each candidate placement in alignment with the program standards for that program. Include the following: expectations and criteria for veteran practitioner selection; training and evaluation; and support and assessment roles and responsibilities for the program and the district.

6.3: Training materials that will be used to train veteran practitioners (for example, master teachers) serving in support and/or supervisory roles.

6.4: Documentation such as a **spreadsheet or table** that will allow the program to verify appropriate placements for all candidates (no candidate names are needed at this time). This evidence must align with the specific program standards for the proposed program. For example, in a Preliminary Multiple or Single Subject credential program, the spreadsheet would verify that placements reflect socioeconomic and cultural diversity, support English learners, provide opportunities to work with students with disabilities, and have a fully qualified administrator; whereas in a Preliminary Administrative Services credential program, the spreadsheet would verify that field experiences include a variety of diverse and realistic settings both in day-to-day functions, and in long-term policy design.

6.5: Provide published or **DRAFT manuals or handbooks or advising materials** that provide information to the district and candidates about expectations within the clinical experience including appropriate placements, veteran practitioner support, and information about clinical practice assessment.

6.6: Draft syllabi for supervised clinical experiences. The syllabi must include information regarding how the candidate will be assessed during clinical practice.

6.6.1: Copies of blank **assessment instruments** must be provided.

- ✓ *Required Exhibits and links:*
    - *6.1 Table denoting the planned number of hours of fieldwork, clinical practice*
    - *6.2 Signed or Draft MOU or Agreement for each placement*
    - *6.3 Proposed veteran practitioner training material*
    - *6.4 Documentation to track candidate placements*
    - *6.5 Clinical practice handbook/manual-draft is acceptable*
    - *6.6 Fieldwork/clinical practice syllabi-draft is acceptable*
        - *6.6.1 Clinical practice assessment instruments*

For Preliminary Multiple Subject, Single Subject, and Education Specialist (Mild to Moderate Support Needs and Extensive Support Needs only) programs and Preliminary Administrative Services programs ONLY (Preliminary Administrative Services exhibits listed after Preliminary Multiple, Single, and Education Specialist exhibits)

Preliminary Multiple Subject, Single Subject, and Education Specialist (Mild to Moderate Support Needs and Extensive Support Needs only)

7. Implementation of a Teaching Performance Assessment (TPA)
Eight exhibits are required:

7.1: Identification of which **TPA model** the proposed program will use.

7.2: Identification of **TPA Coordinator** or, if position is currently vacant, the job description for the position.

7.3: A link to the **policy for candidate placement** that includes the provisions for videotaping.

7.4: Statement indicating if the program will use **centralized scoring** or a **local scoring option.**

7.5: Provide a link to the document that candidates will receive explaining the **appropriate use of materials**.

7.6: Provide a link to the **Appeal Policy**.

7.7: Provide a link to the **Remediation Policy.**

7.8: Provide a list that identifies **potential assessors** for the performance assessment.

- ✓ *Required Exhibits and links:*
  - *7.1 Identification of TPA model to be used*
  - *7.2 Name of TPA Coordinator or job description if position is vacant*
  - *7.3 Link to policy for candidate placement that includes the provisions for videotaping*
  - *7.4 Statement indicating if the program will use centralized scoring or a local scoring option*
  - *7.5 Link to document candidates will receive explaining appropriate use of materials*
  - *7.6 Link to the Appeal Policy*
  - *7.7 Link to the Remediation Policy*
  - *7.8 List that identifies potential assessors for the performance assessment*

For Preliminary Administrative Services Programs only

7. Implementation of an Administrator Performance Assessment (APA)
Seven exhibits are required:

7.1: Identification of **APA Coordinator** or, if the position is vacant, the job description for the position.

7.2: A link to the **policy for candidate placement** that includes the provisions for videotaping.

7.3: Statement indicating if the program will use **centralized scoring** or a **local scoring option**.

7.4: Provide a link to the document that candidates will receive explaining the **appropriate use of materials**.

7.5: Provide a link to the **Appeal Policy**.

7.6: Provide a link to the **Remediation Policy**.

7.7: Provide a list that identifies **potential assessors** for the performance assessment.

- ✓ *Required Exhibits and links:*
  - *7.1 Name of APA Coordinator or job description if position is vacant*
  - *7.2 Link to policy for candidate placement that includes the provisions for videotaping*
  - *7.3 Statement indicating if the program will use centralized scoring or a local scoring option*
  - *7.4 Link to document candidates will receive explaining appropriate use of materials*
  - *7.5 Link to the Appeal Policy*
  - *7.6 Link to the Remediation Policy*
  - *7.7 List that identifies potential assessors for the performance assessment*

8. Credential Recommendation

Two exhibits are required:

8.1: Provide a **brief description** (300 words or less) of the proposed program's process to ensure that only qualified candidates will be recommended for the credential.

8.1.1: The description must include a link to the program's proposed **candidate progress monitoring document or other tracking tool** that will be used to verify that candidates have met all requirements for the proposed program prior to recommendation**.**

- ✓ *Required Exhibits and links:*
  - *8.1 Description of process ensuring appropriate recommendation*
    - *8.1.1 Planned candidate progress monitoring document*

Finalizing the Initial Program Review

The IPR submission must be organized in a clear and easily accessible manner. The most efficient method is to label each exhibit by number and title (e.g., 6.2 Memorandum of Understanding) and the title must directly link to the evidence being provided for that exhibit. Some numbered exhibits may have more than one link—this is acceptable, especially when there is more than one pathway or delivery model for a program. Institutions are reminded **not** to submit narrative unless it is asked for -- reviewers will not be reading them. Keep in mind that you are "showing" (exhibits) rather than "telling" (narrative).

Prior to submitting the Initial Program Review, the evidence provided should be reviewed against the program standards. It is the institution's responsibility to ensure that the exhibits provided demonstrate that the program is aligned to the standards for the proposed program.

Institutions must test all links to make sure they are working and do not require permission to access. It is strongly suggested that the links be tested from outside your institution to ensure that they will work beyond your institution's network. If the URL requires a password, the password must also be tested. It is not acceptable to require reviewers to create or use personal email accounts for access. Reviewers must be able to access the submission anonymously.

Submitting the Initial Program Review
Initial Program Review submissions are due on the date identified in the Intent to Submit form.

Initial Program Review submissions must be posted to the institution's website and the URL submitted to IPR@ctc.ca.gov. If the website is password protected, the password must also be submitted. <u>Google docs, pdfs, and other linked documents attached to the email will not be accepted. Furthermore, evidence that functions as stand-only exhibits in a web browser will not be accepted</u>. When submitting the URL, please also include a contact person in case there are technical issues.

Questions related to Initial Program Review submission must be addressed to IPR@ctc.ca.gov. Other questions must be directed to the content area consultant for the specific type of educator preparation program. This information can be found on the PSD contact webpage.

Review of the Initial Program Review Submission
Once submitted, Initial Program Review submissions are checked by staff for completeness and accessibility. IPR submissions with missing exhibits and/or issues with access will be returned to the institution. All issues must be resolved before a review team is assigned.

Pairs of reviewers with program expertise are convened based on the program proposed by your institution. These reviewers examine all exhibits presented by the program, looking first at the program holistically and then standard-by-standard. Reviewers will reach consensus as to whether each program standard is *Aligned* or *Needs More Information* and will indicate this in the *IPR Report of Findings*. If a standard is deemed to *Need More Information,* reviewers will provide guidance as to what additional information is required. Commission staff will review the *IPR Report of Findings* and forward this to the unit head and program contact at the institution.

Institutions must provide additional information and documentation for any standards that the readers did not find to be *Aligned*. This process is iterative until the readers find all program standards for the proposed program to be *Aligned* in the proposal.

Once the Proposed Program Completes the BIR Review
The program will be placed on a COA agenda once all requirements (preconditions, common, standards, program standards, cost-recovery fees paid) have been met and documentation has

been received. All required documentation must be provided to staff three weeks prior to the COA meeting (refer to the [meetings webpage for list of upcoming meetings and links to previous meetings]). The COA agenda item will include the link that contains the following information for each program for which the institution is seeking approval:

1. Preconditions response for the proposed program
2. Common Standards Addendum for the proposed program
3. Final IPR submission which will include the IPR elements and exhibits described in this document.
4. All reviewer feedback for items 1-3 listed above must be made available on the institution's website.

A representative from the proposed program must be available (either through technology or in-person) during the COA meeting in which the program is being recommended in order to answer any questions asked by the COA.